

# CALIFORNIA SCHOOLS



APRIL 1954

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The cover illustration is a drawing of the main entrance archway and bell tower at San Diego State College, by Robert L. Myers, senior student in art at the College.

## SAN DIEGO STATE COLLEGE—Service and Leadership in a Growing Community

MALCOLM A. LOVE, *President*

The southernmost unit in California's vast state-supported higher education system is San Diego State College. Its location suggests a service area chiefly of Imperial and San Diego counties. However, new students entered last year from thirty other counties in the state, among which Riverside, San Bernardino, and Orange counties had the greatest representation.

### FUNCTION

Basically, the function of the college is to serve the educational needs of its immediate geographic area, with teacher training specified by law as the primary function. Spelled out in greater detail, the function has many significant facets. These include providing a supply of graduates with technical and professional skills to meet needs of employers in the area—giving students a cultural polish by stimulating their ability to enjoy the good and beautiful in life—training young people to make the sound judgments that life entails—sensitizing graduates to the requirements of responsibilities of intelligent citizenship—encouraging students to participate in and contribute to the democratic processes.

The administration holds that the college should provide a setting where the best qualities in each student can be developed to the fullest, ever mindful that student attitudes toward honesty, devotion to duty, loyalty to country, and responsibility in citizenship are more important than any specific body of factual information a student can acquire on campus.

### FOUNDING AND EARLY HISTORY

The history of San Diego State College is brief when measured against the extensive life stories of the Eastern institutions that date to colonial days. However, this disturbs those at the college not one whit, for their pride lies in the present of their institution and its prospects for an even brighter future.

Created as the State Normal School of San Diego in 1897, the college developed in parallel with the city whose name it shares, with the transformation from sleepy village to bustling metropolis hitting an accelerated pace in the last few decades.

The legislature that voted for a school "to train and educate teachers" provided \$50,000 to construct, furnish, and maintain it for the first year. Classes began November 1, 1898, for 91 students and their seven teachers. They were quartered downtown on the second floor of a building at

the southwest corner of Sixth and F streets. Their campus consisted solely of sidewalk between hitchracks and the building. Meantime, the central portion of the main building was started on a permanent campus in University Heights.

The normal school admitted to its four-year program anyone who had finished eight years of grammar school. A high school graduate, regarded as having a superior background, could speed through in two and a half years. The academic bill of fare then was nourishing. It included psychology, history, teaching techniques, geography, art, mathematics, composition, and literature appreciation.

The earliest social organizations were rowing clubs. Women students merited a badge of distinction in the form of a white sleeve band embossed with a gold letter if they devoted an hour to gymnastics each week. The rowing clubs thrived until 1923, when they were quashed because the social graces had become more meaningful as a qualification for membership than ability to stroke an oar.

#### DEVELOPMENT—PAST AND FUTURE

Samuel T. Black, the first president, was enthusiastic about the school's future after its third year when enrollment climbed to 225. An 18-room wing was added to the sole campus building that year, and in 1903 another wing was completed.

The institution had put down firm roots under President Black and when he resigned, in 1910, enrollment had reached 400. But it was a petticoat school, with only 40 men among the 525 who had been graduated at that time.

Edward L. Hardy, the second president, served 25 years until 1935. He is credited with elevating the status of both the teachers and the college by insisting on a broad professional training program of academic enrichment. The two-year normal school became a state teacher's college, then a four-year regional college during his tenure. President Hardy regarded anything less than a comprehensive, well-rounded study program as nothing but "education for spinsterhood." When he first headed the institution, the curriculum was limited to subjects for developing teaching skills and methods. The long fight to raise the status of the institution resulted in redesignation of the normal school in 1921 as San Diego State Teachers College, and authorization in 1923 to grant the bachelor's degree.

A low tide in enrollment of men was marked during World War I. Only six were on campus in 1916-17. Things got worse the next year when only one male student enrolled. And he went off to war before finishing the year.

With 600 students in 1922, the faculty was increased to 46. Among the newcomers that year were Katherine Corbett, Charles B. Leonard, and William H. Wright. They are today the oldest staff members in point of service.

With enrollment swollen to 1,300 in 1925, it was apparent that the college needed more buildings. But there was no room for expansion on the campus. Search for a new site began. Legal technicalities, dickering with landowners, and disposition of the old campus caused several years' delay.

Groundbreaking ceremonies on a 125-acre site, where the college is now situated, were held in October, 1929. The new quarters were occupied in February, 1931. Early classes are reported to have had—and they needed—pioneering spirit. None of the campus roads were paved, and the college tractor was kept busy on rainy days pulling cars from mud holes.

Three historic milestones were passed in 1935. President Hardy retired, Walter R. Hepner replaced him, and the word "teachers" was dropped from the title, giving the institution its present designation—San Diego State College.

The transformation to a full-fledged liberal arts college took place during President Hepner's regime. The requirement was dropped that all students take teacher-training courses. The curriculum was broadened to provide the professional and occupational training needed by local businesses and industries. Dr. Hepner never relented in his dedication to making the college a servant of the community. When he resigned in August, 1952, enrollment stood at 4,200, the faculty numbered 220, and the library had 150,000 volumes.

Malcolm A. Love resigned his presidency of the University of Nevada to become the fourth president of the institution on September 1, 1952. The present administration recognizes the college as a monument to its pioneering presidents, faculty, and students, whose spirit, vision, and industry have furnished inspiration for those who follow. The present administration feels deeply obliged to continue the splendid record of service to the community by the college and to be ever vigilant for newer ways of contributing to the welfare of the area.

Swollen public school enrollments in the San Diego area insure an ample supply of applicants for admission to the college into the foreseeable future. The highest enrollment in the college's history—5,228 individuals, equivalent of 4,042 full-time students—was reached in the fall of 1953. Projection of population and enrollment trends indicated a probable enrollment of the equivalent of 5,000 full-time students in the school year 1958-59. Indications are now that the figure will be reached sooner, posing a serious problem in the matter of adequate classroom space.

#### THE MASTER BUILDING PLAN

The college has acquired six postwar structures, yet finds itself inadequately housed. About one third of all classes now meet in temporary hutments. Faculty offices are located in basements, temporary hutments,

the gym, and even the powerhouse. Structures completed in the last calendar year include a health center, campus laboratory school, and buildings for administrative offices, music, science, and industrial arts. The master building plan calls for 17 additional structures to house in permanent buildings the peak enrollments ahead.

Groundbreaking is expected this summer for engineering and speech arts buildings, to be followed shortly by a home economics structure. The master building plan, like any long-range plan, must be carefully eyed for possible improvements as various study programs develop. A few years ago the college offered no major in engineering. Industry is now hungry for graduates with such technical training. The college now has 431 students majoring in the seven areas of specialization available in engineering.

Funds are being sought from the 1954 legislature for construction of an education classroom building. The teacher-training program has taken on new significance because of a critical shortage of public school teachers in the San Diego area. The master plan also encompasses additions to the library, gymnasium, and administration buildings; classrooms for the humanities, chemistry, social sciences, military science, and life sciences; a cafeteria, a field house, and an auditorium, plus men's and women's dormitories. The college has no residence halls now.

The expanded campus sprawls over a 283-acre mesa 10 miles from downtown San Diego. The architecture is Spanish-Moorish, characterized by white stucco structures topped with red tile roofs. Semitropical plantings against this architectural pattern emphasize the Spanish-Californian atmosphere of the campus.

#### THE FACULTY

Among the greatest strengths of the college is the over-all excellence of its faculty. Emphasis is always on effective classroom teaching, tangible evidence of which is most difficult to describe. A study made last year indicated the faculty's enormous capacity for scholastic achievement and civic activity. Only one-third of the staff was represented in the survey but their contributions to learning and the extent of their extracurricular services to the community were prodigious.

Thirty-one of the 76 professors included in the survey have written 38 published books and monographs in the last five years. They contributed chapters to four others, completed a three-act drama, edited two handbooks and a two-volume encyclopedia, and produced two instructional movies. The book subjects ranged the alphabet from bee-keeping to wrestling, and dealt with literature, education, journalism, community health, municipal affairs, and psychology. The 76 professors in the survey had 201 articles and reviews printed in magazines in a five-year period. One man turned out 56 such pieces; two others, 29 each. San Diego State College faculty members are in great demand as speakers before community groups. Seventy-six of them have given



1,647 speeches to business, social, and service organizations during the last five years.

The faculty as a whole has amassed more than 13 centuries of formal schooling above the high school level in 137 colleges and universities, including 20 in foreign lands. Compositely, the faculty reads or speaks 15 different languages. The professional education of the faculty places the college at the 97 percentile position among teacher-education institutions in the nation. During the last four years, three professors have received Fulbright or Ford Foundation fellowships in competition with applicants from institutions of higher learning all over the country.

Cataloging the types and value of community services performed by a faculty is an arduous task. But San Diego State staff members have taught Bible classes, raised funds for welfare groups, judged debate, drama, poetry and even beauty contests. They have conducted research for the armed forces, the Atomic Energy Commission, public health agencies, chambers of commerce, and government agencies. They have served on accrediting committees evaluating such institutions as the University of California at Berkeley and Los Angeles, and Stanford University, and public schools of cities as far away as Denver. Their services include setting the decorating motif of county fair buildings, directing pageants, learning what San Diego is thinking on civic issues through opinion polls, conducting health forums, judging athletic events, and editing publications for welfare agencies.

The faculty has helped train 400 employees in civilian defense methods, worked with youth programs, managed museums, and been cited by the Republic of France for cultural contributions. Professors have been consultants in improving standards for various professions, revising the city's charter, relieving traffic congestion, suggesting training programs for nurses, and stimulating the appreciation of the fine arts. Counsel of the faculty has been sought on modern dancing, music, mental hygiene, problems of the aging, harbor development, and many other matters.

#### GRADUATES

San Diego's future cannot be reckoned with any precision unless the role of the State College's graduates is taken into account. The record shows that today's collegians will tomorrow be selling the city's goods, doing its scientific chores, managing its municipal affairs, and operating its businesses, as well as teaching its children. Any list of the area's prominent doctors, lawyers, executives, and educators is generously sprinkled with names of ex-Staters.

San Diego's mayor, district attorney, congressman, and two of its city councilmen are State College graduates. In the entertainment field, prominence has been achieved by such ex-Staters as Gregory Peck, Faye Emerson, and Art Linkletter.

Other graduates have become newspaper editors, zoo directors, professional athletes, bank presidents, city managers, and college presidents.

#### THE STUDENT BODY

State College students are an ambitious lot, with three out of five earning at least half their support with off-campus jobs. Ten per cent are wholly self-supporting. They will work at any honest toil to pay for their education, whether as technicians or baby sitters, laborers or language translators.

A limited physical plant means the college has to be selective in admitting students. Applicants are not accepted unless two-thirds of their high school grades were A's and B's. Once admitted, a student may choose from more than 60 types of study programs offered in the college's 30 departments. He will find more than 1,400 courses in the catalog. If he elected to take them all, he would have to devote 134 years to the task.

About one-fourth of all graduates now continue their schooling, with the college's own master's-degree program attracting many. Those who undertake graduate or professional training elsewhere stand up well in competition with graduates of other colleges, according to reports reaching the campus.

Graduates have little trouble finding employment, and recruiting teams of local and national firms make regular visits to the campus in searching for talent.

Students represent diverse and multitudinous geographic origins. A study of last year's students showed that they had attended schools in 46 states immediately prior to enrolling on the local campus. Foreign countries, on every continent but Africa, sent 48 students. Most of the students entering San Diego State College last year had attended schools in southern California during the previous year, but 32 counties in all were represented.

In its accreditation affiliations, the college is a member of the American Association of Colleges for Teacher Education, the Western College Association, and the American Chemical Society.

Students find a broad selection of extracurricular activities. Officially recognized on campus are 16 national social fraternities and 11 national social sororities, 7 student government groups, 6 service organizations, 12 religious clubs, and 31 departmental and honorary organizations. Opportunities are available for participation in a full program of inter-collegiate and intramural athletics.

Undergraduates and professors serve with equal representation on six student-faculty committees. These include policy-making groups on athletics, extracurricular affairs, community relations, student housing, lectures and assemblies, and student publications. Student participation in the work of these committees broadens the base of democratic par-



ticipation in policy-making and gives the students practice in making decisions that directly affect them.

During the last three years, the college has entered the national competition of the Freedoms Foundation, an organization devoted to recognizing ways of preserving the American way of life and our priceless personal liberties. The college won two national second-place citations and one honor medal for its practice of putting democracy to work in solving day-to-day routine problems and for creating in students an understanding and appreciation of their national heritage.

#### SUMMER PROGRAMS

San Diego State College has a thriving summer program. In 1953, almost 3,000 enrollments were reported in two sessions of six and three weeks each. Individual students are duplicated in the figure of 2,173 for the first session and the figure of 790 for the second session. About half those enrolled were teachers. Of the 180 courses offered, 27 per cent were on the lower division level, 57 per cent upper division, and 16 per cent graduate. San Diego's exceptional climate attracts a cosmopolitan student body during the summer. Last year, summer students came from 28 California counties, 39 states, and 4 foreign countries.

#### TEACHER EDUCATION

During the fall semester of the current school year, 707 full-time students were working for teaching credentials. No doubt there were also teachers in service who were working toward credentials through extended day classes and extension programs. Preparation may be undertaken for the following 17 credentials: General Elementary, General Junior High School, General Secondary, Kindergarten-primary, Health and Development, School Psychologist, School Psychometrist, Elementary School Administration, Secondary School Administration, Elementary School Supervision, and the Special Secondary in Art, in Business Education, in Music, in Physical Education, in Speech Arts, in Correction of Speech Defects, and for Teaching the Mentally Retarded.

Enrollments in education courses are near an all-time high, although the ratio of credential candidates to students enrolled for other objectives has changed appreciably in recent years. In 1940, 56 per cent of the graduating class received credentials. Ten years later, 23 per cent received credentials. About 25 per cent of all students now enrolled are working toward credentials. This shift is due in some measure to broader course offerings which are now available in other fields of vocational and professional training.

Employers in the area have reported growing needs for graduates in such fields as business, communications, social work, public administration, and other technical specialties.

### SHARING IN THE FINE ARTS

The college makes a substantial contribution to the community in the fine arts. A modest but highly useful art gallery provides a setting for shows borrowed by the college, for display of private collections, and for exhibits of some excellent student-produced works. The art faculty, working in various mediums, has been very successful in competitions, reflecting credit to the institution.

An extensive program in music and music education, emphasizing performance and creative activity, enables college and community audiences to hear unusual concerts and recitals. The performing units include a marching band, a symphony band, a symphony orchestra, chamber music groups, a men's glee club, a women's glee club, and a mixed chorus.

College drama productions are of the highest calibre. Shows that have little box-office appeal because of their experimental or artistic nature would be unavailable to residents if the campus little theater groups did not undertake them.

### THE COLLEGE AS AN ECONOMIC ASSET

The college is a distinct economic asset to the San Diego area. Of course, no price tag can be affixed to the institution's worth to youth in long-term values, but a bit of calculating shows that the college contributed more than \$14,000,000 to the area's bankroll last year. The building program and support budget accounted for more than \$5,000,000. Best estimates indicate that students spent well over \$8,000,000 for food, clothing, housing, amusement, transportation, and other services. About one-fourth of the students were married, many with children, and these families spent money for such extras as insurance, medical treatment, and home furnishings and maintenance.

### NEED FOR EXPANSION

The college sorely needs dormitories for its out-of-city students. Living facilities near the campus are very limited. Students travel an average of eight miles to reach the campus, and some commute as far as 30. Five students living in Tijuana, Mexico, are international commuters.

The college now has only 48 per cent of the permanent classrooms it will need for the instruction of the equivalent of 5,000 full-time students. Thus delays can be expected in the acquisition of buildings needed for such extracurricular activities as student government and publications. Campus eating facilities are inadequate, and a cafeteria is urgently needed. Although the legislature has been generous in supporting the college's program, the space pinch continues, as a result of the rapid growth of the population in the San Diego area. The population has doubled during the last 12 years and may double again in the next 12. That will call for readjustment and further expansion of a

physical plant planned for a maximum enrollment equivalent to 5,000 full-time students. There are no institutions of higher education south of the metropolitan Los Angeles-Long Beach area other than San Diego State College, California Western University, and San Diego College for Women. The latter two are younger than the state college and all three share the common problem of developing adequate physical plants.

Future development of the college hinges upon several variables. Rate and extent of population growth will be the chief determinant. It was recently found that large numbers of people in the state who wanted master's degrees were tied to their home area by job or family responsibilities and unable to go elsewhere to secure the necessary training. State laws and regulations were modified and the state colleges have made graduate work available. Should the population in the San Diego State College service area reach a million in a few decades, the limitations now affixed to the institution's educational services might be relaxed.

Only the future can reveal the restrictions that may be desirable in matters of enrollments, scope of curriculum, limitations on graduate work and research, and extension of training in the professions.

## THE STATE SUPERINTENDENT LOOKS AT TEACHER EDUCATION<sup>1</sup>

ROY E. SIMPSON, *Superintendent of Public Instruction*

I am happy to be at this meeting of the California Council on Teacher Education held here in Yosemite. It is a stimulating experience both from the wonders of nature provided in this beautiful valley and from the zeal and insight which I know each of you brings to the challenging problem of preparing competent teachers to staff the schools of the state and nation.

### RELATION OF THE COUNCIL ON TEACHER EDUCATION TO THE STATE DEPARTMENT OF EDUCATION

As your Superintendent of Public Instruction, I am pleased also with the close identification which has always existed between the California Council on Teacher Education and the State Department of Education. The Council was initiated some ten years ago by the Superintendent of Public Instruction "to serve as an advisory group to the State Department of Education in matters of teacher education." Since I assumed the duties of Superintendent of Public Instruction in November, 1945, members of the State Department of Education have provided active and continued leadership in teacher education through the California Council on Teacher Education.

### A LOOK AT THE RECORD OF THE CALIFORNIA COUNCIL ON TEACHER EDUCATION

I should say at the start that I am proud of the achievements of the California Council on Teacher Education and I congratulate you on the success which you have had in the following nine projects.

The *first* of these projects was the establishment of the emergency credential. The crisis in California because of a lack of qualified teachers precipitated by World War II resulted in a meeting of representative members of the profession and the colleges preparing teachers, in Palo Alto in 1945. This was the first meeting of the California Council on Teacher Education. Two important results of this meeting were the proposal to establish emergency credentials and the establishment of the Council on a permanent basis, with a schedule of regular meetings to discuss problems in teacher education and to formulate solutions for consideration by the State Department of Education.

<sup>1</sup> Opening address at fall conference of California Council on Teacher Education, Ahwahnee Hotel, Yosemite, November 5-7, 1953. Minutes and Proceedings of the conference, in multilithed form, are available from the Division of State Colleges and Teacher Education, State Department of Education, Sacramento 14. The spring conference of the Council will be held in Santa Barbara, April 1-3, 1954.

The *second* project was that dealing with the concept of provisional credentials. This Council was responsible for the development of a program designed to qualify persons for the provisional kindergarten-primary credential or the provisional general elementary credential. The purpose was to provide a means whereby teachers with two years of college work and two years of teaching experience might qualify for a teaching credential of other than the emergency type, provided they would agree to continue their training to complete requirements for a bachelor's degree and a regular teaching credential.

The *third* achievement of the Council was the revision of the requirements for the general secondary credential. Through the efforts of the California Council on Teacher Education over a period of four years, a proposal for revision of the requirements for the general secondary credential was developed. The revision was adopted by the California State Board of Education and became effective September 1, 1951.

The *fourth* achievement was the study of the training of elementary teachers. A significant contribution of the Council was a study which culminated in the preparation of a bulletin on the training of elementary teachers, published in 1951 by the State Department of Education.<sup>1</sup>

The *fifth* accomplishment is the California Statement of Teaching Competence<sup>2</sup> which emphasizes those characteristics that should be considered of importance to prospective teachers and teachers in service. At the conference of the National Education Association at Miami Beach last June, I was impressed by the impact which this statement of teaching competence is making upon teacher educators in all parts of the United States.

A *sixth* project of major importance has been the work of the Council's Student Teaching Committee. Within the past two years this Committee has been responsible for improving and co-ordinating the student teaching program in the various colleges and universities and the 230 school districts in whose classrooms student teachers are assigned; establishing a system of uniform contracts between colleges and universities and school districts for student teaching; and in securing legislation clarifying the legal status of the student teacher.

The *seventh* project I wish to mention is your leadership in developing and integrating accreditation procedures. This is by far the most extensive and far-reaching achievement of the Council. Through the efforts of the Joint Committee on Accreditation appointed by the Council, a uniform set of standards and procedures for accreditation has been adopted by the Western College Association for regional

<sup>1</sup> *The Program of Elementary Teacher Education in California*. Prepared under the direction of the California Council on Teacher Education. Bulletin of the California State Department of Education, Vol. XX, No. 3, April, 1951, pp. viii + 120.

<sup>2</sup> "The California Statement of Teaching Competence," *ibid.*, Appendix, pp. 114-120, prepared by a subcommittee of the California Council on Teacher Education, Robert N. Bush, chairman; revised and enlarged by Lucien Kinney at the request of California Teachers Association for separate reprinting, September, 1952, under the title, *Measure of a Good Teacher*, pp. 28 (reproduced from typewritten copy).

accreditation purposes and by the State Board of Education for teacher education purposes.

Another project of major influence has been the work of the Council's Committee on Growth and Development Emphases in Teacher Education. Two workshops were held within the past year dealing with this important subject. It is clear to all of us that one of the great problems before this Council is the definition of the minimum essentials of a sound program of teacher education. These essentials should be the core of all collegiate programs in teacher education.

The latest addition to this list of significant achievements in teacher education undertaken by the Council is the work of your Committee on Home-School-Community Relations. The final report of the work of this committee will be given at the general session tomorrow morning.<sup>3</sup>

These are but nine out of the many contributions to teacher education which this Council has made. It adds up to an enviable record.

#### A LOOK AT THE RECORD OF THE STATE DEPARTMENT OF EDUCATION IN TEACHER EDUCATION

While these projects have been going on, each of you has been active in promoting teacher education in your own institution or organization. Likewise, the State Department of Education has been active. Let us review briefly the Department's record in this regard.

*First*, let us consider the State Colleges. As Superintendent of Public Instruction, I carry also the title Director of Education. In this latter role I am responsible for the administration of the system of state colleges, whose primary function has been and remains today the preparation of teachers for public school service. This year we have more than 40,000 persons enrolled in the state colleges, with 28,000 enrolled as regular students.

*Second*, let's look briefly at the Division of Instruction. The Division of Instruction of the State Department of Education serves the programs of education in our public elementary and secondary schools. The Division sponsors institutes and workshops; provides consultant services to school districts on in-service teacher education programs; and to colleges and universities on preservice teacher education problems.

*Third*, the Division of State Colleges and Teacher Education, in addition to providing consultant services to colleges and universities, is responsible for co-ordinating teacher education programs in the public and private institutions which prepare teachers for public school service, and for providing leadership in the field of accreditation and certifi-

<sup>3</sup> *The Preparation of Teachers for Home-School-Community Relations*, prepared by Committee on Home-School-Community Relations, California Council on Teacher Education. Bulletin of the California State Department of Education, Vol. XXII, No. 8, October, 1953, pp. x + 48.



cation. Over the past five years, this Division has been working to improve the system of certification for public school service in California.

Another area of activity in the field of certification has been that of developing new credentials and revising the standards of existing credentials. Since the requirements for a credential are in fact a legal statement of the minimum requirements of the curriculum for the education of teachers, the responsibility for making these revisions is one which affects not only the teacher-education institutions but also those who employ teachers and the public whose system of education we are all dedicated to serve.

In view of these facts, the State Department of Education has developed a policy regarding the establishment and revision of requirements for credentials. This policy statement was published in the April, 1952, issue of *California Schools* (page 167). It consists of the following steps.

1. Appointment by the Superintendent of Public Instruction of a representative state-wide committee of school administrators, classroom teachers, representatives from appropriate professional associations, teacher-education institutions, and the State Department of Education.
2. Assignment to the committee of the responsibility of establishing a *factual* basis for the revision of credential requirements by finding answers to these questions:
  - a. What are the functions which the teacher performs in California public schools?
  - b. What qualifications (knowledge, skills, abilities, etc.) do teachers need to perform successfully the services authorized by the credential under study?
  - c. What training and/or experience most readily develops the kind of competence needed?
  - d. What data-gathering or job-analysis procedures will aid in securing answers to these questions?
  - e. How can credential requirements be formulated to insure the development of the required degree of competence?
3. Dissemination throughout the state of the recommendations of the committee for evaluation, criticism, suggestions, and concurrence.

This procedure was first used by the State Committee on Credentials for Pupil Personnel Services which I appointed in 1949. The results have been so rewarding that the job-analysis method has been used by other state-wide committees studying requirements for the Special Secondary Credential in Business Education, the Special Secondary Credential in Physical Education, the Health and Development Credential for School Nurses, the Special Secondary Credential in Industrial Arts, the Special Secondary Credential in Homemaking, and the six credentials authorizing supervision service.

Other committees operating under this same policy will soon be established to revise the various credentials in the field of special education. As a result of the recent enactment by the State Legislature affecting the teaching of driver education and driver training in our secondary schools, the special secondary credential in public safety and accident prevention, including driver education and driver training, will need to be studied. A state committee has been at work for a year revising the health standards of applicants for California credentials.

The problem ahead, as I see it, is for the Planning Committee of the California Council on Teacher Education to devise ways by which the Council's representatives on these state-wide revision committees can be made more effective and can come to the state committee meetings informed of the thinking of the Council on these matters. A second and corollary problem is to work out more effective ways for the state committee to report to the Council its conclusions and recommendations in such a way that a real exchange of ideas takes place.

#### GROWTH IN TEACHER EDUCATION IN CALIFORNIA

Growth has been the outstanding trait characterizing California in the past decade. The field of teacher education, like everything else in California since I became State Superintendent, has grown tremendously. The number of institutions preparing teachers has increased from 27 to 36; the number of credentials issued has increased from 33,651 to 55,573; the number of teachers serving in the public schools from approximately 50,000 to 96,000; the personnel in the Division of State Colleges and Teacher Education from 23 to 60; the number of teachers being prepared in California colleges and universities from approximately 5,000 to 8,000.

#### PROBLEM OF TEACHER SUPPLY AND DEMAND

While the growth in teacher education has been significant, it pales before the growth in school-age population experienced since 1947 and to be experienced in the next five years. Figures of school enrollment for the period of 1947-53 and anticipated for 1953-58 indicate that the total school enrollment of California will increase more than one million pupils in the ten-year period—that is from 1,500,000 in 1947-48 to 3,000,000 in 1957-58. By 1960, California will have 150 pupils in public elementary schools for every 100 pupils in 1952; 175 high school pupils for every 100 in 1952. By 1965, high schools will have 220 pupils for every 100 in 1952. By 1965, California colleges and universities will have 275 pupils for every 100 in attendance in 1952.

The problem of supplying enough teachers to care for this increased school population as well as adding to the staff each year a number sufficient to replace those who die, retire, or leave the profession is staggering. Our estimate indicates that California will need 13,000 new

teachers each year; 9,000 for service in elementary schools, 4,000 for service in secondary schools. A total of 65,000 new teachers will be needed in the next five years. These estimates do not take into account any provision for fulfilling the present unmet need for fully qualified teachers as indicated by the number currently employed on the basis of emergency credentials. Last fall approximately 5,500 persons served in the public schools on emergency credentials. The number serving on emergency credentials will be higher in the school year 1953-54 because the State Board of Education has issued 15 per cent more emergency credentials in the first three months of the fiscal year which began July 1, 1953, than were issued during the same three-month period in 1952.

#### PLAN OF ACTION FOR RECRUITMENT OF TEACHERS

The facts regarding the teacher shortage are well established. As your Superintendent of Public Instruction, I accept the responsibility of proposing to the people of this state a course of action. *The shortage of qualified teachers is unquestionably the greatest crisis facing public education today.* Of lesser importance is the crisis forced upon us by a shortage of adequate housing.

The time has come for the public and the teaching profession to reaffirm their conviction that a child's teacher is the most important single influence in the education of the child, and that every child should have a well-qualified teacher. To assure each child a teacher of this type, I have had a committee of the State Department of Education working on a plan of action for teacher recruitment.

The plan of action presented to me by the committee indicates continued need for the services of the California Council on Teacher Education. The recommendation of our Department's Committee on Teacher Recruitment will, in due course, be transmitted to this and other organizations in California which are vitally concerned with the teacher shortage.

I have tried to review for you some of the problems and issues which face us in teacher education in California. I recognize the many contributions which you and your associates in the public schools and colleges of this state are making toward the solution of these problems through your continuing study.

As California continues to grow and change and as our public schools and colleges gain record enrollments, it is imperative that we continue to work and plan together so that we may maintain a balanced supply of well-trained teachers. I am extremely well pleased with the accomplishments of this Council and I pledge to each of you the continuing co-operation of my office and the staff of the State Department of Education for leadership, research, and other services, all dedicated to the improvement of education in our great state.

# DEPARTMENTAL COMMUNICATIONS

## OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

### ADOPTION OF REGULATIONS BY DIRECTOR OF EDUCATION

*Leave of Absence of State College Employees.* The Director of Education, acting under the authority of Article 3.3, Chapter 2, Division 10 of the Education Code, particularly Section 20382, declared that Article 5 of Group 6 of Subchapter 4 of Chapter 1 of Title 5, California Administrative Code (Sections 972 to 974, inclusive) is repealed; and that a new Article 5 (Sections 972 to 972.6, inclusive) and Article 5.5 (Sections 973 and 974), relating to leaves of absence of state college employees, are added to Group 6 of Subchapter 4 of Chapter 1 of Title 5, California Administrative Code, effective March 28, 1954.

**NOTE:** Revised pages of Title 5, California Administrative Code, showing changes resulting from the foregoing action by the Director of Education, will be made available by the Department of Education as reprints from California Administrative Register 54, No. 5, dated March 6, 1954.

### MILITARY LEAVE FOR SUMMER FIELD TRAINING

Attention of school officials is directed to the provisions regarding temporary military leave for employees of public agencies contained in Sections 395 and 395.01 of the Military and Veterans Code of California.<sup>1</sup> These sections provide that any public employee who is a member of the reserve corps or the National Guard or the Naval Militia shall be entitled to a temporary military leave of absence for purposes of military training, drills, encampment, naval cruises, special exercises or like activity as such member, provided that the period of ordered duty does not exceed 180 calendar days including time involved in going to and returning from such duty. It is further provided that such period of training shall be counted as public agency service, and that the employees on leave shall not forfeit any of the rights and privileges appertaining to his employment. The Code further states

<sup>1</sup> These and other pertinent sections from Division 2, Part 1, Chapter 7, of the Military and Veterans Code have been reprinted for convenience of school personnel in the appendix to the Education Code, pp. 973ff. in the 1951 edition, pp. 1089ff. in the 1953 edition.

that if the public employee has been in the service of the public agency from which leave is taken for a period of not less than one year immediately prior to the day on which the absence begins, he shall be entitled to receive his salary for the first 30 days of such absence.

Reserve components of the armed forces of the United States are in the process of preparing their summer field training programs. A large number of school employees, both certificated and noncertificated, are members of such units. School administrators should remind employees under their jurisdiction that these provisions of the Veterans Code apply to all employees of school districts.

## **POLICY OF STATE DEPARTMENT OF EDUCATION RESPECTING RECOMMENDATION OF ENTERTAINERS**

The attention of school personnel concerned with the planning of entertainment programs is called to the fact that it is not the policy of the State Board of Education or of the Superintendent of Public Instruction to recommend entertainers, lecturers, or recitalists.

The State Department of Education will appreciate receiving notice when any person represents that the State Board of Education or the Superintendent of Public Instruction has recommended such person as an entertainer or lecturer. Written or printed leaflets on which the representation is made should be sent with the notice.

The Commission of Credentials of the State Department of Education issues permission for the employment of lecturers pursuant to Education Code Section 13061. Such issuance does not carry a recommendation of the lecturer but denotes that permit qualifications have been met.

## **APPOINTMENTS TO STAFF**

LAURENCE D. KEARNEY has been appointed Administrative Adviser in the Department of Education. Mr. Kearney is a graduate of the University of California, Berkeley, and holds the LL.B. degree from the School of Jurisprudence at that university. He comes to the Department of Education from the Department of Finance, where he has served as Assistant Administrative Adviser since April, 1946. He served in the U. S. Army for nearly five years, having the rank of Captain when discharged. His earlier experience included employment as assistant district attorney in Inyo County.

MRS. CAROL BUNTE BROWN has been appointed as Special Supervisor in the Bureau of Homemaking Education during the leave of absence of Mildred Huber, who has been lent to the U. S. Office of Education



for one year as Assistant National Adviser for the Future Homemakers of America. Mrs. Brown is on leave of absence from King City Union High School. She holds the A.B. degree from the University of California, Berkeley, where she also completed credential requirements, and has participated in special summer workshops at the Santa Barbara College of University of California and at San Jose State College.

#### *Bureau of Vocational Rehabilitation*

Several new vocational rehabilitation officers have been appointed during the month of February to various posts in the Bureau of Vocational Rehabilitation.

MARGARET E. BEWLEY has been assigned to the Oakland District. She holds the bachelor's degree from Mills College in California and the master's degree from Ohio State University, and has done graduate work at Johns Hopkins University in Baltimore. She has taught child development and psychology to adults in the public schools of Albany, Berkeley, and Oakland, and has served as interviewer in the State Department of Employment in San Francisco.

SAMUEL R. ROBBINS has been appointed to the Santa Rosa office. Mr. Robbins is a graduate of Pennsylvania State College, and has been employed for the past ten years as vocational counselor in Woodbury College, Los Angeles.

ROBERT ALLAN RYDER will be located in the San Bernardino office. His training was received at St. Stephen Business College, New Brunswick, Canada; in the Canadian Vocational Training Branch of the Canadian Department of Labor; and at the Newspaper Institute of America, New York City. His experience includes service in the Canadian Artillery and in the vocational training and apprenticeship branches of the Canadian Department of Labor; in rehabilitation counseling of ex-servicemen in the Department of Veterans Affairs of Canada; and as traffic representative for the purchasing department of Hughes Aircraft Company, Culver City, California.

CARROLL H. RICHARDSON has been assigned to the Pomona office. Mr. Richardson is a graduate of Whittier College and holds the master's degree from the University of Southern California, where he has also completed some of the requirements for the doctoral degree. His experience includes more than three years' service in the U. S. Army Air Corps; counseling at Rancho San Antonio School in San Fernando Valley; teaching in the department of sociology at Occidental College, and previous employment, in 1947 and 1948, as Vocational Rehabilitation Officer in the Bureau, from which he resigned to continue his graduate studies.



## **DIVISION OF STATE COLLEGES AND TEACHER EDUCATION**

**JAMES C. STONE**, *Specialist in Teacher Education*

### **COMMITTEE ON QUALIFICATIONS FOR TEACHERS OF DRIVER EDUCATION AND DRIVER TRAINING**

On January 7, 1954, Superintendent of Public Instruction Roy E. Simpson appointed a representative, state-wide committee to study the qualifications needed by teachers of driver education and driver training, and to make recommendations for the revision of the requirements for the special secondary credential in public safety and accident prevention, including driver education and driver training.

In accordance with the provisions of the "Stanley Driver Education and Driver Training Law" which was enacted by the State Legislature in 1953,<sup>1</sup> the State Board of Education adopted rules and regulations to govern the conduct and scope of driver education and driver training, including the qualifications of teachers for this program, at its meeting in July, 1953.<sup>2</sup> The section on qualification of teachers of driver education and driver training<sup>3</sup> was rescinded at the meeting of October, 1953. The new study committee, which will make recommendations for an appropriate substitute regulation, held its initial meeting on January 25, 1954, in the State Education Building, Sacramento. Members of the committee are as follows:

#### **STATE COMMITTEE ON QUALIFICATIONS FOR TEACHERS OF DRIVER EDUCATION AND DRIVER TRAINING**

Marshall Crawshaw, President, California Association of Driver Education Teachers  
Mrs. Ralph S. Dow, Sacramento, representing California Congress of Parents and Teachers, Inc.

Robert T. Elliott, Assistant Superintendent in charge of Secondary Education, Los Angeles Public Schools, representing California Association of Secondary School Administrators

Clarence Fielstra, Assistant Dean, School of Education, University of California, Los Angeles

Fred J. Kiesel, Assistant Superintendent, Mt. Diablo Unified School District, representing California Association of Secondary School Curriculum Co-ordinators

G. Millage Montgomery, Associate Superintendent, Los Angeles Public Schools

Edward H. Redford, Assistant Superintendent, Secondary Schools, San Francisco Unified School District

Earl W. Stanley, Assemblyman, 74th District of California

Cecil G. Zaun, Supervisor of Safety Section, Division of Instructional Services, Los Angeles Public Schools

<sup>1</sup> Chapter 1877, Statutes of 1953, introduced by Assemblyman Earl W. Stanley as A.B. 1840.

<sup>2</sup> California Administrative Code, Title 5, Education, Sections 171 to 178, inclusive.

<sup>3</sup> *Ibid.*, Section 175.

## CONSULTANTS TO THE COMMITTEE

Herschel S. Morgan, Credentials Technician, State Department of Education

M. Eugene Mushlitz, Consultant in Secondary Education, State Department of Education

James C. Stone, Specialist in Teacher Education, State Department of Education

**DIVISION OF PUBLIC SCHOOL ADMINISTRATION**

RONALD W. COX, *Assistant Division Chief*

**REGULATIONS AFFECTING OPERATION OF  
SCHOOL BUSES WHICH ARE SOLD, TRADED,  
LOANED, OR USED FOR DEMONSTRATION**

The California Highway Patrol has recently addressed a letter to school bus manufacturers, dealers, and distributors reminding them of certain laws, rules, and regulations affecting the operation of school buses which are sold, traded, or loaned. This material is also of importance to school administrators, and is therefore presented here in full.

**BUSES SOLD OR TRADED BY A SCHOOL DISTRICT**

1. The exempt license plates and registration certificate shall be forwarded to the Department of Motor Vehicles for cancellation. Under no circumstances may exempt plates be used by a dealer or any other person acquiring the vehicle.
2. Dealer's plates shall be used in moving the vehicle to the place of business or storage of the dealer (Vehicle Code Section 205).

**BUSES TEMPORARILY LOANED TO A SCHOOL DISTRICT**

1. Buses loaned to a school district for the transportation of pupils shall be properly registered prior to operation.
2. Each school bus shall be properly painted and lettered with the name of the district or contractor on the sides thereof (California Administrative Code, Title 5, Education, Section 1165).
3. A bus loaned to a school district cannot be registered with the borrowing school district as the registered owner and the manufacturer or dealer as the legal owner unless the vehicle is in their possession and use under lease, lease-sale, or rental-purchase agreement for a period of 30 consecutive days or more (Vehicle Code Section 66, as amended, 1953).

**BUSES USED FOR DEMONSTRATION**

The use of dealer's plates is permitted during demonstration of the ability of a bus to carry a full load of school children if the entire load is returned intact to the point of origin.

**COMPLIANCE OF BUS WITH REGULATIONS**

Pupils shall not be transported in a school bus until it has been inspected by an authorized representative of the California Highway Patrol and found to comply with all provisions of the Vehicle Code and Regulations and Laws Relating to Pupil Transportation in California (California Administrative Code, Title 5, Education, Section 1140 (b)).

**BUREAU OF TEXTBOOKS AND PUBLICATIONS**IVAN R. WATERMAN, *Chief***NEW PUBLICATIONS OF THE DEPARTMENT OF EDUCATION*****Salaries of Certificated Employees in California Public Schools, 1953-54.***

Prepared by Henry W. Magnuson, Chief, and Peter J. Tashnovian, Consultant, of the Bureau of Education Research. Sacramento 14: California State Department of Education, January, 1954. Pp. iv + 14.

This report of a survey of the annual salaries of certificated, full-time employees in California public schools, 1953-54, includes data on teachers' salaries at each school level, with summaries for comparisons between levels and between years since 1946-47, an eight-year span. It also presents data on salaries paid to administrative and supervisory personnel in school districts, and to certain full-time school administrators and other specially classified personnel in the offices of county superintendents of schools, with median salaries in each group for the current fiscal year and each of the preceding three fiscal years.

Copies of the report have been distributed to county, city, and district superintendents of schools and to high school principals who are not also serving as district superintendents.

***List of California Educational Institutions Approved to Offer Training to Veterans Under Public Law 346 as Amended and Public Law 550.***

Sacramento 14: California State Department of Education, January, 1954. Pp. vi + 34 (reproduced from typewritten copy).

This list is prepared annually by the Bureau of Readjustment Education, which has the responsibility for approval of institutions desirous of offering training to veterans. The public high schools of California have been approved for such training under Public Law 346, as amended, and also under Public Law 550 which applies to veterans in service since June 27, 1950. The public and private schools, other than public day high schools, that have been approved under these laws are listed in this publication. Each entry gives the name and address of the school, the typical courses offered, and the name of the faculty member acting as veterans adviser.

There is no charge for this publication. Copies have been sent to federal and state offices concerned with advisement of veterans in California and to advisers of veterans in colleges, junior colleges, and high schools. Single copies desired by persons active in counseling of veterans are available upon request to the Bureau of Textbooks and Publications.

***Regulations and Laws Relating to Pupil Transportation in California.***

Sacramento 14: California State Department of Education, January, 1954. Pp. iv + 60.

This pocket-size publication replaces the editions of February, 1950, and September, 1952. It contains a brief explanation of the state plan for regulation of pupil transportation, 36 pages of regulations of the State Board of Education quoted from Title 5 of the California Administrative Code, 12 pages of extracts from the Education Code and the Vehicle Code pertaining to pupil transportation, and a subject index which lists code sections as well as page numbers.

Copies of this pamphlet will be furnished upon request to county, city and district superintendents of schools for distribution to principals of each school to which pupil transportation is furnished, and to each director or supervisor of pupil transportation. Orders will be accepted from county superintendents of schools for elementary school districts not employing superintendents; from city and district superintendents of schools for distribution within their school systems; and from high school principals in districts not employing superintendents for distribution within their own schools.

A separate 32-page pamphlet containing only the regulations and laws that are of particular concern to school bus drivers has been published under the title *Regulations and Laws Concerning the Operation of School Busses*. Copies of this reprint will be furnished for placement in all school busses.

*Special Education Newsletter*, Vol. III, No. 2, February, 1954. Sacramento 14: California State Department of Education. Pp. 12.

This issue of the newsletter prepared by the Bureau of Special Education contains announcements and reports of meetings in the field of special education and news of programs, schools, and classes newly established for the benefit of physically handicapped or mentally retarded children. Scholarships and fellowships available for teachers in this field are described. Regular features of the newsletter are a question-and-answer column and a bibliography of new materials on special education.

This publication is distributed free to superintendents and principals and to directors, supervisors, and teachers of special education.

*California Journal of Elementary Education*, Volume XXII, No. 3, February, 1954. Published quarterly in August, November, February, and May by the California State Department of Education.

The leading articles in this issue of the *Journal* deal with the education of gifted children and children with special abilities, contributed, respectively, by Helen Heffernan, Chief of the Bureau of Elementary Education, and Lloyd Bevans, consultant in the Bureau. Dr. Bevans points out that, all too often in the past, only the child with unusual ability to deal successfully with abstractions was considered gifted, while children with other outstanding abilities were not given the encouragement they deserved. An article on character education by William G. Woolworth of Albany city schools is of special interest.

An appealing picture of the problems and triumphs of a class of mentally retarded children is given by Rae G. Miller, teacher of a special education class in Santa Monica, who describes her experiences as a new teacher of such a class in "Toward a Brighter Future." What one school district is doing to prepare incoming pupils to adjust to kindergarten and first grade is reported by Mrs. Beulah Muir, a first-grade teacher in Taft.

The influence of television on children's social attitudes, particularly in relation to law enforcement, is analyzed by Lloyd Scott, elementary school teacher in the San Leandro Unified School District. Mary C. Evans, director of elementary education at Redlands, describes how three teachers of varying background and experience taught a unit on the Westward Movement with enthusiasm and imagination. The closing article by Miss Heffernan deals with the strengths and resources in the democratic school.

The cover, printed in blue, shows an exterior view, a classroom in cross section, and a site plan of the new Roseland School at Santa Rosa.

## FOR YOUR INFORMATION

### CALENDAR OF EDUCATIONAL EVENTS

A calendar of educational meetings and events in the school year 1953-1954 which are state-wide or regional in nature is maintained in the office of the Superintendent of Public Instruction. The principal list for this year was published in the September issue of *California Schools*. A few additions and a correction have appeared in succeeding issues. Notices of the following items have been received since the March issue went to press.

#### CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

<i>Date</i>	<i>Organization and Event</i>	<i>Place</i>
April 24, 1954	Northern California Continuation Education Association, Spring Conference	Stockton
May 27-29	Second Annual Conservation Education Work Conference, sponsored by University of California and State Department of Education	Idyllwild

### COLORADO SCHOOL OF MINES SCHOLARSHIP, 1954-55

The Colorado School of Mines offers for 1954-55 a scholarship to a male student from California recommended by the Superintendent of Public Instruction. The scholarship exempts the holder from payment of tuition for a year and, being renewable for a maximum of four years, it thus has a potential total value of approximately \$1,800.

The recipient must be a resident of California who was in the upper tenth of his high school graduating class, and he must possess the qualities essential to the making of a successful mineral engineer.

A school administrator who knows a student eligible for and interested in this award should request him to write, not later than June 10, 1954, to the Superintendent of Public Instruction, asking that he be considered for the scholarship. His letter should include a complete scholastic record from high school or college, scores on standardized intelligence, aptitude, or interest tests, if available, and a recommendation by his principal or counselor.

Students making such application should also write to the Director of Admissions, Colorado School of Mines, Golden, Colorado, stating that they have applied for the scholarship and requesting application blanks for admission and information concerning entrance requirements.

### STUDY OF ENVIRONMENT FOR LEARNING

The Association for Supervision and Curriculum Development, a department of the National Education Association, announced on



February 26, 1954, the publication of its 1954 Yearbook, a 308-page report entitled *Creating a Good Environment for Learning*. The study has been in preparation during a three-year period by a committee of college, university, and public school educators who emphasize that children's learning is conditioned by parents and the world outside the four walls of the classroom as well as by the program and activities within the school. Twelve of the 19 committee members are Californians, including the chairman, Robert S. Gilchrist, assistant superintendent in charge of instruction in the Pasadena public schools.

The report was formally presented by the authors to the Association for Supervision and Curriculum Development at the second general session of its annual convention which was held in Los Angeles, March 7 to 12, 1954.

### POLICY STATEMENT ON SCHOOL ATHLETICS

Nearly three years of work by the Educational Policies Commission on the perplexing problem of school athletics came to a climax in December, 1953, when members of the commission voted to publish as a policy statement a document that they had previously reviewed and revised. The statement was published on February 15, 1954, as a 116-page book entitled *School Athletics: Problems and Policies*.

The new book is concerned with athletics in elementary and secondary schools. It affirms the value of athletics as part of physical education, urges broad programs to enlist participation by all pupils, and recommends curbs to prevent overemphasis on high-pressure interscholastic athletics.

The price is \$1.00 per copy, with discounts allowed on orders in quantity. Orders should be addressed to the Educational Policies Commission, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

### VISITS FOR ACCREDITATION OF JUNIOR COLLEGES

In co-operation with the Western College Association, a nationally recognized regional agency for accrediting higher institutions, the staff of the Bureau of Secondary Education has been visiting public junior colleges, inspecting their curricular offerings, the qualifications of their instructors, their library, laboratory, and vocational shop facilities, and their patterns of administrative structure. Each visit is for a period of two and one-half days. Two staff members of the Bureau are usually assigned to make these visits. They are part of a team of six to eight members including representatives of the Western College Association, at least two administrators from other junior colleges, and a representative of a four-year college or university. All the public junior colleges



in California will be visited and inspected every five years, unless exceptional circumstances require attention within a shorter period.

### CONFERENCE ON CONSERVATION EDUCATION

The University of California and the State Department of Education are joint sponsors of the Second Annual Conservation Education Work Conference, which will be held at the Idyllwild School of Conservation and Natural Science at Idyllwild, Riverside County, May 27, 28, and 29, 1954. County superintendents of schools and city superintendents of schools in cities of population exceeding 25,000 have been invited to attend and to send three representatives—one elementary and one secondary school teacher and a member of the curriculum staff of each school system.

The purposes of the conference series, which was inaugurated last June, are (1) to review annually the developments in school programs in conservation and resource-use education, (2) to exchange information relating to experience in using various kinds of instructional materials and activities in conservation and resource-use education, (3) to encourage and assist educators in the development of conservation and resource-use education, and (4) to provide an annual review and evaluation of the field program of the State Department of Education in conservation and resource-use education.

No charge will be made for participation in the conference. Personnel to assist in the work on conservation education problems will be provided by the sponsors in co-operation with natural resource agencies. The only financial obligation of participants is to defray their own expense for travel, food, and lodging. Facilities will be available at Idyllwild at reasonable rates. Information regarding arrangements may be secured by addressing Prof. S. E. Torsten Lund, School of Education, University of California, Berkeley 4.

# PROFESSIONAL LITERATURE

## PUBLICATIONS RECEIVED

- ANDERSON, VIRGIL A. *Improving the Child's Speech*. New York: Oxford University Press, 1953. Pp. xvi + 334.
- BARUCH, DOROTHY W. *One Little Boy*. New York: Julian Press, Inc., 1952. Pp. x + 242.
- BLACKWELL, GORDON W., and GOULD, RAYMOND F. *Future Citizens All*. Chicago: American Public Welfare Association, 1952. Pp. xxx + 182.
- BLAIR, GLENN MYERS; JONES, R. STEWART; and SIMPSON, RAY H. *Educational Psychology*. New York 11: The Macmillan Co. (60 Fifth Ave.), 1954. Pp. xviii + 602. \$4.75.
- Children in Focus—Their Health and Activity*. 1954 Yearbook of the American Association for Health, Physical Education and Recreation. Washington 6: The American Association for Health, Physical Education and Recreation, a department of the National Education Association of the United States (1201 Sixteenth St., N.W.), 1954. Pp. x + 378. \$3.50.
- Children's Books . . . for Eighty-five Cents or Less*. Prepared by Elizabeth H. Gross. Bulletin No. 36. Washington: Association for Childhood Education International, March, 1953. Pp. 46.
- CHRISTY, VAN. *Evaluation of Choral Music: Methods of Appraising the Practical Value of Choral Compositions with Reference to Music Generally Available in the United States*. Teachers College Contributions to Education, No. 885. New York 27: Bureau of Publications, Teachers College, Columbia University, 1948. Pp. x + 108.
- The Codification of School Laws*. National Education Association Research Bulletin, Vol. XXXII, No. 1, February, 1954. Washington 6: Research Division, National Education Association of the United States (1201 Sixteenth St., N.W.), 1954. Pp. 48, \$0.50.
- Digest of Annual Reports of State Boards for Vocational Education to the Office of Education, Division of Vocational Education*. Summary of Statistical and Financial Information, Fiscal Year Ended June 30, 1952. Washington 25: Division of Vocational Education, Office of Education, U. S. Department of Health, Education, and Welfare, 1953. Pp. iv + 44.
- Educating for American Citizenship*. Thirty-second Yearbook of the American Association of School Administrators. Washington 6: American Association of School Administrators, A Department of the National Education Association of the United States (1201 Sixteenth St., N.W.), February, 1954. Pp. 394 + 223. \$5.
- Educational Research Projects, Reported by California County and District School Offices, 1953*. California Teachers Association Research Bulletin No. 69. San Francisco: California Teachers Association (693 Sutter St.), February, 1954. Pp. 30 (mimeographed).
- Elementary Evaluative Criteria*. Boston 15, Massachusetts: School of Education, Boston University (332 Bay State Road), 1953. Pp. 114 (reproduced from type-written copy). \$1.50.

*Every School Needs a Library.* Prepared by the Joint Library Committee of the New England School Development Council and the New England School Library Association. Cambridge, Mass.: The New England School Development Council, 1952. Pp. not numbered.

FEINGOLD, S. NORMAN. *How to Choose That Career—Civilian and Military.* A Guide for Parents, Teachers and Students. Illustrated by C. Robert Perrin. Cambridge 38, Mass.: Bellman Publishing Company, 1954. \$1.00.\*

FORREST, ILSE. *Child Development.* New York 36: McGraw-Hill Book Company, Inc. (330 West 42nd St.), 1954. Pp. viii + 292. \$4.

*Invitation to Youth—Careers in Life Insurance.* New York 22: Educational Division, Institute of Life Insurance (488 Madison Ave.), 1954. Pp. 32.

KAHO, ELIZABETH E. *Analysis of the Study of Music Literature in Selected American Colleges.* Teachers College Contributions to Education, No. 971. New York 27: Bureau of Publications, Teachers College, Columbia University, 1950. Pp. 74.

LASH, HENRY L. *Current Literature in Vocational Guidance: An Annotated Bibliography.* Los Angeles Junior College Chronicles. Publication No. 521. Los Angeles 12: Division of Extension and Higher Education, Los Angeles City Schools (450 N. Grand Ave.), December, 1953. Pp. viii + 28. Single copies free.

LODS, JEAN. *Professional Training of Film Technicians.* Study Series on Press, Film, and Radio in the World Today. Paris, France: United Nations Educational, Scientific and Cultural Organization, 1951. Pp. 156.

MABLEY, JACK. *What Educational TV Offers You.* Public Affairs Pamphlet No. 203. New York 16: Public Affairs Committee (22 East 38th St.), February, 1954. Pp. 28. \$0.25.\*

*1953 Achievement Testing Program in Independent Schools and Supplementary Studies.* Including a Survey of Testing and Appraisal in Large City School Systems. Educational Records Bulletin No. 61. New York: Educational Records Bureau, July, 1953. Pp. xii + 86.

*Our Public Schools, Part V—A School Without a School Building.* Report of the Superintendent of Schools, City of New York, for 1951-52. Brooklyn 1, N. Y.: Board of Education of the City of New York, 1953. Pp. vi + 18.

*Our Public Schools, Part I—Building the Curriculum.* Report of the Superintendent of Schools, City of New York, for 1952-53. Prepared by William H. Bristow, Director, Bureau of Curriculum Research, under the direction of Ethel F. Hugard, Associate Superintendent. Brooklyn 1, N. Y.: Division of Curriculum Development, Board of Education of the City of New York, 1953. Pp. viii + 80.

*Report of the Status Phase of the School Facilities Survey.* Authorized by Title I, P. L. 815, 81st Congress. Prepared by William O. Wilson and James Woolfer. Washington 25: Office of Education, U. S. Department of Health, Education, and Welfare, December, 1953. Pp. viii + 140.

*Rubber—A Story of Romance and Science.* New York 20: Public Relations Department, United States Rubber Co. (1230 Avenue of the Americas), [1954]. Pp. 36.

SAVAGE, HOWARD J. *Fruit of an Impulse: Forty-five Years of the Carnegie Foundation, 1905-1950.* New York: Harcourt, Brace and Co., 1953. Pp. viii + 408.

*Scouting in Action in Rural Schools.* Catalog No. 3038. New York 16: Boy Scouts of America, 1953. Pp. 24.

\* Quantity discounts upon request.

SHOSTECK, ROBERT. *Directory of Professional Opportunities*. A Compilation of Practitioner-Population Ratios in Selected Professional and Related Occupations in Almost 200 Major American Cities and Metropolitan Areas. Washington: B'nai B'rith Vocational Service Bureau (1761 R St., N.W.), 1954. Pp. vi + 82. \$0.75.

*Sixth Annual Report, 1952-1953*. Publication 19. Sacramento 14: State of California Recreation Commission, January, 1954. Pp. 124.

SPALDING, WILLARD B. *The Superintendency of Public Schools—An Anxious Profession*. The Inglis Lecture, 1954. Cambridge, Massachusetts: Harvard University Press, 1954. Pp. x + 54. \$1.50.

SWANSON, MARIE. *School Nursing in the Community Program*. New York 11: The Macmillan Company (60 Fifth Ave.), 1953. Pp xvi + 544.

*Syllabus in Music, Grades 7-12*. Albany 1, N. Y.: Bureau of Secondary Curriculum Development, The State Education Department, [1953]. Pp. 62.

*Third Annual Report of the Commissioner of Education Concerning the Administration of Public Laws 874 and 815*. Fiscal Year Ended June 30, 1953. Washington 25: Office of Education, U. S. Department of Health, Education, and Welfare, 1954. Pp. viii + 158. \$1.00.

THOMAS, R. MURRAY. *Judging Student Progress*. New York 3: Longmans, Green and Co., Inc. (55 Fifth Ave.), 1954. Pp. xii + 422. Accompanied by separate *Instructor's Manual*, 32 pp. (reproduced from typewritten copy). \$4.50.

*Using the Tape Recorder*. Curriculum Bulletin, 1952-53 Series, Number 6. Brooklyn 1, N. Y.: Board of Education, City of New York (110 Livingston St.), 1953.

# DIRECTORY

## OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

### STATE BOARD OF EDUCATION

Term Expires  
January 15

William L. Blair, <i>President</i> , Pasadena	1956
Byron H. Atkinson, Glendale	1957
Mrs. E. T. Hale, San Diego	1954
Gilbert H. Jertberg, Fresno	1955
Joseph Loeb, Los Angeles	1955
Thomas J. Mellon, San Francisco	1954
Max Osslo, San Diego	1957
Mrs. Vivian N. Parks, Richmond	1954
Wilber D. Simons, Redding	1956
Mrs. Margaret H. Strong, Stanford	1956
Roy E. Simpson, <i>Secretary and Executive Officer</i>	

### STAFF

(Unless otherwise indicated, all staff members may be reached at the State Education Building, 721 Capitol Avenue, Sacramento 14)

#### SUPERINTENDENT OF PUBLIC INSTRUCTION

Roy E. Simpson, *Superintendent of Public Instruction and Director of Education*

Margaret Rauch, *Administrative Assistant*

Laurence D. Kearney, *Administrative Adviser*

Donald W. Parks, *Field Representative*

Mrs. Jane Hood, *Assistant to the Superintendent*, 807 State Building, Los Angeles 12

George E. Hogan, *Deputy Superintendent; Chief, Division of Departmental Administration*

Herbert R. Stolz, M.D., *Deputy Superintendent; Chief, Division of Special Schools and Services*, 515 Van Ness Avenue, San Francisco 2

Jay Davis Conner, *Associate Superintendent; Chief, Division of Instruction*

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